PREPARATORY SCHOOLS, COLLEGES AND ACADEMIES

Personality the Great Factor in Education

and twentieth centuries was Andrew S.

love for outdoor sports should have the

there are about five thousand that only.

forceful and so interesting that the pu-pil will yearn for greater knowledge once he really appreciates the basic purpose of the heavy tome. To awaken interest, to compet attention and to create an at-mosphere of enthusiasm is never wholly impossible with the teacher who is him-cell enthusiastically in command of this

self enthusiastically in command of his subject, no mater how lethargic his pu-

Principal, Clark School for Concentration.

Partined part in education. With the excellent courses of study outlined by the New York State Board of Regents we should have ten times greater results in teaching than are being attained. The wonderful modern school buildings, with their complete equipment, the painstaking oversight of supervisors and the standardization of studies count for little unless the teacher himself radiates the virile force of compelling per-

tor little unless the teacher himself radiates the virile force of compelling personality in the classroom.

Nothing is the matter with the boy if you meet him half way. Of course he isn't like his father. Times have changed, and boys change with them. If he is pernaps more difficult to control to interest and to entinuse, certainly as educators we are, or should be, all the better prepared for the task. The plastic mind of youth is keenly and almost instantly susceptible to the influence of kindly personality, and if educators kindly personality, and if educators would aim first to make a friend and then a student our task would be far-less difficult.

would aim first to make a friend and then a student our task would be far less difficult.

As Andrew S. Draper, who was one of the leaders of this generation in developing our present school system, took the modern school out of politics, so should we aim to take teaching out of the hands of the slothful, the indifferent, the lethargic or the domineering instructor.

In the course of an address delivered before a large body of educators Commissioner Draper said: "Education that has life and enters into life; education that makes a living and makes life worth living; education that can use less than the second of the day are still, in many instances, centres of idleness, with dronce for teachers, and pupils who look upon the clesing bed as the happing our education that can use less more to the second of to-day are still, in many instances, centres of idleness, with dronce for teachers, and pupils who look upon the clesing bed as the happing our education that can use less more to the second of the lands of county superintendents and instituted the system of county superintendents and institute

worth living; education that can use look upon the cleving being the common of the date of the doctor must be an educated man and that the mechanic an educated man and that the mechanic of farmer cannot be; education that appeals to the masses and that makes better citizens and a greater State; education that supports the moral position of the State and that inspires education in all of the States—that is the education that concerns New York.

One of his commutators wrote of him: "Judge Draper was truly a ploneer of education. He united the school system, he established better educational standards, he improved in quality the teaching force, developed school libraries, moved

"Judge Draper was truly a ploneer of education. He institute the school system he established better educational standards, he improved in quality the tenching force, developed school libraries, moved the visic State school system loward the visic State school system loward the realization of his licials, and made popular the greatization of his licials, and made popular the greatization needs no apologist. If education needs no apologist. If education and, and never has been, an exact sclence, yet we have progressed far along

clence, yet we have progressed far along the road to knowledge. It is as idle for tors for the short omings of present sistems as it would be to criticise Calico for not discovering the principles of elec-tricity, or blame Newton for failure to

evolve the Morse albinabet.

In a recent article Prof. Morton Snyder of the Newark Academy seemed prone to blame his predecessors for the weak points which are far too evident in The greatest obstacle to the school to-day is the teacher who puts lack of progress up to nature, or to the undeveloped mind of the individual pupil. Our schools are filled with so-called eduentors who are slaves to textbooks. Their minds are hazy, nebulous, incoherent they sit at their work and yawn. Many of them seem wholly unfamiliar with the fundamental principles of interest, atten-tion, association or concentration. Worse till they evidence no consuming desire for better a qualification. The self-satis-fied teacher who is happlest when the elock strikes four, or when he receives his salary, is one of the most efficient time wasters in the employ of the State.

The six great basic factors of success, in any walk of life are preparation, presentation, imagination, application, determination, and concentration. Master

subject, no mater now letnargic his pu-pils may seem at the start.

By no means do I advocate throwing away the text book; rather would I em-phasize the necessity of mastering it be-fore entering the classroom to teach. Nor am I an advocate of the "back to in any walk of life are preparation, presentation, imagination, application, determination and concentration. Master these and you have education. The greatest educators past and present are optimists, enthusiasts—fanatics, if you will. With them "the greatest study of mankind is man." To watch the mind develop, to teach the young idea to shoot, to shoot with it and thus to plast it on and out into the great school of the world, from while, no one ever gradiates alive, is the keenest happiness of the true educator. Dull purels are to bim an incentive to greater effort. Its awakens their interest, compels their attention and commands their integrals in the consisted in their blitchings with the seem enjoyment which an athlete finds when emoyment which an additional and there behold black glants with dome-like heads who are little more than savages because they have followed nature. Visit Russia or China and observes the countiess children unfit for employment. which an athlete finds when which an arce. To such a man all things seem possible. He is a master things seem possible. He is a master countiess children unfit for employment, who know neither the inside of books nor the slight or fleeting it is by no means the slight of his enthusiastic and persistent fault of his enthusiastic and persistent efforts.

efforts.

Systems may be faulty, textbooks beavy and didactic, pupils inherently lazy and indifferent, but the teacher who has personality, force, infinite patience, concentration and an abiding faith to his own ability to find the point of contact between his mind and that of the pupil will make first friend and then a student.

There is no recent road to textbooks the fact in the blame for defects in our present school system Let us be honest and blame them on ourselves. It is a confession of weakness faults are attributable to the failure of a previous generation.

Education is and always will be in process of evolution. It is our duty as instructors to build on the foundations of the past—to discard that which

concentration and an abilities faith to his own ability make first friend and that of the pupil will make first friend and that of the pupil will make first friend and the appeal will make first friend and the pupil will make first friend and the tenth of the pupil will be in process of evolution. It is our duly and the pupil will make first friend and the tenth of the pupil will be in process of evolution. It is our duly and the pupil will make first friend and the tenth of the pupil and the pupil will be in process of evolution. It is our duly and the pupil will make first friend and the tenth of the pupil and the pupil will be an any to the pupil will be an any to the pupil will be pupil will be in process of evolution. It is our duly and the pupil will be pupil will be pupil will be pupil will be in process of evolution. It is our duly and the pupil pupil will be in process of evolution. It is our duly and the pupil pupil will be in process of evolution. It is our duly and the pupil pupil will be in process of will be in the same can be the pupil will be pupil will be in process of a boy but not more of a man the pupil will be pupil will be in the same can be the pupil will be pupil will be in the same can be the pupil will be pupil will be in the same can be the pupil will be pupil will be in the same can be the pupil will be pupil will be pupil will be in the same can be the pupil will be pupil will be pupil will be pupil will be in process of the pupil and the pupil will be pupil will be in the w

Latest News of Events in the Scholastic World

PROFESSIONAL training for business" is to be discussed by the Schoolmasters Association of New York and Vicinity at its first monthly meeting of the year next Friday evening at the Columbia University Club, Twentieth street and Gramercy Park. The speaker is Prof. Hoswell McCrea, formerly dean of the Wharton school of the University of Pennsylvania, now associated with the new school of business at Columbia. So strong is the movement toward effective training for business that perhaps no

rears that this type of sensible dinner is being widely followed.

The officers of the association for the ensuing year are: President, Prof. Adam Leroy Jones, Columbia University; vice-persident, Dr. Francis R. Lane, Polytechnic Preparatory School, Brook-lene transfer a New Col.

The Barnard School for Boys, at the schools of to-day are still, in many instances, centres of idleness, with drones for teachers, and pupils who-look upon the cleving bed as the haplyn; treasurer, Franklyn S. Norse, Collegiate School, and accretary, Frank S. Hackett, Riverdale Country School. The Barnard School for Boys, at Hackett, Riverdale Country School. The session in all departments Monday, October 16, with an increased attendance. Dr. Walter H. Edity, High School of The boys of the high school department. One very important reason for the de-plorable waste of time in our schools is the kind of textbooks used. Who can

PEDDIE INSTITUTE.

the man who invented a grammar devoting forty-seven pages to neurs, twenty-eight to pronouns, thirteen to adjectives. at the Peddie Institute, Hightstown, N.
J. has been the lifting of the precau-tionary quarantine. The village of tionary quarantine. The village of another teacher, Perry R. F. Marshall, Hightstown maintained a very effective head of the mathematics department, quarantine all summer, with the result that there were to cases of infantile states service on the Texas border as paralysis in the compressity Studies. paralysis in the community Student, re-turning to the institute were required.
To bring health certificates and were also exampled by the school's physical cul-ture department. The students themfew noted men can do; there are some that Prof. Lalor and God can do, atcl. celves have cooperated with the authorica by voting upon themselves a quar-lesson of patriotic service. Lalor's Algebra is a fair illustration of pictures, ice cream parlors and all other far too many of the text books which our boys and girls in American schools are compelled to use. Hobbles, theories and public meeting places. As the quar-antine was voluntary on the part of the students the enforcement of it also has theorems cannot help but produce dreamers and idlers. The pupil gropes in vain for something attractive, entertaining or been administered by a student organireally worth while. At the start a book, of four or five nundred pages is in itself uninviting, and when it is filled with abstruct matter-often incoherent and stract matter—often incoherent and sometimes irrelevant—the young mind can scarcely be blamed for not grasping the kernel of truth. Yet even with this handleap the teacher whose heart is in his work will expound the theory of the volume in a way at once so simple, so forceful and so interesting that the purious leafs of the content of the purious series of the content of the con

new school of business at Columbia. So strong is the movement toward effective training for business that perhaps no subject comes more frequently before schoolmasters of the present. Following the usual custom of the association, the address will be followed by a discussion from the floor, and it is expected this will be lively.

The meeting will take place in conjunction with the "safe and sane" dinner of the association. The members come in business clothes, sit down promptly at 6.30 o'clock, start proceedings at 8 and close the gathering at 10. So refreshing has this process seemed to many of the distinguished men who have addressed the association in the past few years that this type of sensible dinner.

Confinerce; Aaron Poty, Be Witt Chaton had been in attendance the week pre-High School, and Morton Snyder. New-ark Academy. The chairman of the en-ark Academy. The chairman of the en-tertainment committee is William M. At assembly William Livinsston Hazen, Hazen, the Barnard School. the head master, called attention to the fact that one of the teachers, Clement Wood, head of the English department, had been honored by winning th The outstanding feature of the week city of Newark in its celebration of its the Peddie Institute, Hightstown, N. two hundred and fiftieth anniversary! an officer in the Seventh New York In-fantry. The head master pointed out that, while Mr. Marshall taught them many valuable lessons in mathematics, the nest valuable lesson that he could have taught the Barnard beys was this

RIVERDALE COUNTRY SCHOOL.

on-Hudson, New York city, completed yesterday the second week of its tenth year. Though not all of the boys have been administered by a student organigation—the "Senior-Junior Committee"
—composed of and elected by the memhers of the senior and junior clauses.
The memoers of the committee are Levy
E. Low of Brooklyn, William J. Trecattleen of Brooklyn, Paul W. Brower of
Rechester, Lersy M. Jones of Atlantic City.
Hark Carmack of Atlantic City.
Hickard E. Tome of Baltimore, Ulysses
C. Jones of Baden, Pa.; Robert C. Hatpresented by the head master, Frank S.

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Los Angeles, California

crackett. The Riverdale candidates passed 87½ per cent. of all subjects offered. Those students who were in the recommended class secured an average of 31 per cent. on their papers; those in the consented class, an average of 81 per cent. on their papers, and the total average on all papers was 76 per cent. Though the college board has not yet arranged for the publication of the results of all schools, the general the results of all schools, the general averages of the candidates are available, and these indicate that the work of the Rive dale scholars was among the best The students, however, have all de-termined to push the Riverdale average even higher in this tenth year.

SETON HILL SCHOOL.

Students and patrons of the Setor Hill concert-lecture course of the Setor High School, Greensburg, Pa., were de-ligated with the "Indian Music Talk," presented by Charles Wakefield Cad-man and Tsianina, the Indian princess in Cecleian Hall, St. Joseph's Academy The fame of Cadman combined he interest in seeing a real Indian princess. In native songs and native less attracted the largest attendance

From the opening song, "I Found Him on the Mesa," until the closing number, "The Moon Drops Low," by Tsianina, the audience realized they were being rected to a most remarkable and enter taining musicale, the educational and ar-disting qualities of which could not is

MUSIC TEACHERS AND PUPILS.

Esperanza Garrigue's artist pupil Graham McNamee, concert barytone, has been made first assistant teacher to Mine, darrigue. He will take complete charge of the barytone waiting the at the diarrigue studies, and share the bounce with other assistant teachers for Prano, alto, tenor and bass. Graham Names has a beautiful high barytone toice and has acquired a masterly tech-thique, which he has proved he can im-part to his pupils. Mr. McNamee was in Esporanza Garrigue's grand opera class of 1913-14. He decides this fall to counce a grand opera career for con-rt work and teaching, which he prefers, e is already a "club favorite," having numerous return engagements from clubs n and out of New York. Mr. Mo-launce since in church and temple and regularly at the Gramatan Hotel, Brenx-

Mule. Buckbout sang at the Ton-kuenstier Society at the Walderf-Astoria on Wednesday evening, October 15, a up of American songs dedicated to with Alexander Bilan at the plane, works were: "Awake," words and the by Harvey Worthington Loomis The Cloud Fairies," words by Olive Trich, music by Robert H. Prutting; So We'll Go No More a-Roving," words by Lord Byron, music by Arthur Fracethyk "Because I Love," words and music by Eleanor M. Davis, and as an encore "You and I." by Ward-Stephens.

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